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ABSTRACT

The 2001 Florida Legislature passed Ch. 2001-125, Laws of Florida, Section 40, which is often referred to as the Safe Passage Act. It requires all school districts to conduct a self-assessment of their school safety and security using best practices developed by the Office of Program Policy Analysis and Government Accountability (OPPAGA). It also requires that OPPAGA and the Partnership for School Safety and Security make annual recommendations for adding, deleting, or revising those practices. The practices cover six school-safety goals requiring that each school district: (1) ensures that its safety and security program has clear direction, and is effective at meeting its intended purpose in a cost-efficient manner; (2) has comprehensive plans and procedures to ensure student and employee safety and security; (3) has developed a clearly written code of student conduct and communicated with students and parents; (4) identifies, minimizes, and protects others from disruptive and/or violent student behavior; (5) ensures that educational facilities and equipment are safe and in good working condition; and (6) takes steps to ensure student and staff safety and security during transportation. Appendix A provides a complete listing of safety and security practices approved by the Commissioner of Education and their associated indicators. (RT)

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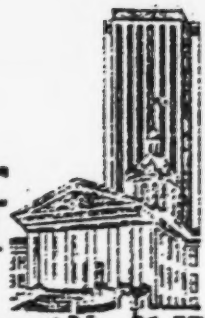

November 2001 Report No. 01-57

School Safety and Security Best Practices Approved by the Commissioner of Education

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Information Brief

November 2001 Report No. 01-57

School Safety and Security Best Practices Approved by the Commissioner of Education

at a glance

The 2001 Legislature passed Ch. 2001-125, *Laws of Florida*, Section 40, which is often referred to as the Safe Passage Act. This act requires all school districts to conduct a self-assessment of their school safety and security using best practices originally developed by OPPAGA. The act also requires that OPPAGA and the Partnership for School Safety and Security make annual recommendations for adding, deleting, or revising those practices.

- OPPAGA and the Partnership for School Safety and Security worked collaboratively through the summer to revise the best practices.
- OPPAGA and the Partnership for School Safety and Security collected feedback from legislative and executive branch staff as well as soliciting input from all 67 school districts.
- The practices were approved by the Commissioner of Education on October 31, 2001 and are available on OPPAGA's website.

Background

The 2000 Legislature directed OPPAGA to add safety and security to the Best Financial Management Practices reviews. OPPAGA developed the safety and security best practices and the Commissioner of Education subsequently adopted them.

The Safe Passage Act, enacted in 2001, changed the way the safety and security best practices were to be used. Under the act

- each school district shall conduct an annual self-assessment using the adopted safety best practices;
- based on self-assessment findings, superintendents shall provide recommendations to their school boards by July 1, 2002, and annually thereafter;
- the recommendations shall identify strategies and activities to improve school safety; and
- within 30 days of their school boards' meetings, superintendents shall provide reports to the Commissioner of Education identifying the result of their self-assessments and their school board actions.

Office of Program Policy Analysis and Government Accountability
an office of the Florida Legislature

EA03155S

Revising the Safety and Security Best Practices—

The Safe Passage Act directed OPPAGA and the Partnership for School Safety and Security to make annual recommendations to the Commissioner of Education for the addition, deletion, and revision of the safety and security best practices. [1]

OPPAGA and the partnership worked collaboratively to update and improve the safety and security best practices in a thorough and efficient manner. This process included collecting feedback from multiple stakeholders and drafting revisions to the best practices adopted by the Commissioner of Education in the fall of 2000. OPPAGA and the partnership met monthly throughout the summer of 2001 to receive feedback and drafted revisions to the safety and security practices.

Each set of revisions to the best practices has resulted from the input of stakeholders and state and national experts. First, OPPAGA staff and the partnership members reviewed and revised the safety practices. Second, the revised practices were distributed to legislative, executive, and Department of Education staff for their input. Third, the updated practices were submitted by OPPAGA and the Department of Education to all school districts in the state to solicit feedback and ideas for improvement. Based on these comments a final draft was created by OPPAGA and the partnership and presented to the Commissioner of Education for approval. On October 31, 2001 the Commissioner approved the revised best practices.

[1] The partnership is an independent, non-partisan body that is administratively assigned to the Department of Education. The partnership is composed of 11 members who are appointed by the Governor and confirmed by the Senate.

Safety and Security Best Practices Cover Six School Safety Goals ——

The safety and security best practices cover a wide range of school safety goals. The thoroughness of the scope will help districts conduct comprehensive reviews of their safety and security programs and policies. The six goals embodied in the safety and security best practices are

- the school district ensures that its safety and security program has clear direction and is effective at meeting its intended purpose in a cost-efficient manner;
- the school district has comprehensive plans and procedures to ensure the safety and security of students and employees;
- the school district has developed a clearly written code of student conduct and communicated with students and parents;
- the school district identifies, minimizes, and protects others from disruptive and/or violent student behavior;
- educational facilities and equipment are safe and in good working condition; and
- the district takes steps to ensure the safety and security of students and staff during transportation.

Appendix A provides a complete listing of the safety and security practices approved by the Commissioner of Education and their associated indicators.

After all superintendents have provided the Commissioner of Education with a copy of their self-assessment reports and recommended actions, OPPAGA will issue a follow-up review of the results and recommended actions of the safety and security best practices assessments.

Appendix A: School Safety and Security Best Practices

Goals, Best Practices, Indicators
Goal A: **The school district ensures that its safety and security program has clear direction and is effective at meeting its intended purpose in a cost-efficient manner.**
1. The district has established and implemented accountability mechanisms to ensure the performance, efficiency, and effectiveness of the safety and security program.
a. The district has clearly stated goals and outcome-based, measurable, objectives for the program that reflect the intent (purpose) of the program and address the major aspects of the program's purpose and expenditures.
b. The district uses appropriate performance and cost-efficiency measures and interpretive benchmarks to evaluate the school safety and security program and uses these in management decision making. [1,2]
c. The district regularly conducts an assessment of performance and cost of the safety program and analyzes the potential cost savings of alternatives, such as outside contracting and privatization. [3]
d. The district has a process in place to collect, revise, and update the appropriate data for the School Environmental Safety Incident Report. [4]
e. The district has established and implemented strategies to continually assess the reliability of program performance and cost data.
f. The district receives an independent review of the safety and security program on at least an annual basis. [5]
2. The district regularly reviews the organizational structure and staffing levels of the safety and security program and minimizes administrative layers and processes.
a. The district has a process in place to determine the staffing levels necessary to ensure that staff can respond to safety crises.
b. On at least an annual basis, the district reviews the program's organizational structure and staffing levels to minimize administrative layers and processes.
c. In conducting this review, the district uses feedback from teachers, staff, and the community.
d. The district can demonstrate the program has an appropriate structure and staffing levels based on applicable comparisons and/or benchmarks.
e. The program structure includes reasonable lines of authority and spans of control given the responsibilities of each organizational unit.
f. The district reports organizational structure and administrative staffing review findings in writing and distributes these findings to school board members.
Goal B: **The school district has comprehensive plans and procedures to ensure the safety and security of students and employees.**
1. The district has implemented a school safety plan that includes district-wide emergency and safety procedures and identifies those responsible for them.
a. The district has written school improvement plan(s) that includes district-wide school safety goals and procedures. [6] *(Basic indicator)*

[1] This means that in budgeting and shifting resources the district considers several factors including goals, objectives, critical safety needs, and past performance of safety initiatives.

[2] Performance measures should include appropriate comparisons with peer districts in areas such as safety and discipline incidents, etc.

[3] This assessment would include examining whether the overall safety program and individual safety initiatives (such as DARE or Crime Watch) are achieving the outcomes they are expected to achieve.

[4] The district uses the state approved reporting form if available. If the state form is not available, of the district develops its own form based on some standardized criteria such as the Uniform Crime Reports.

[5] Independent means that the review should be conducted by someone outside the safety program such as a member the district's leadership team.

[6] Refer to s. 230.23(16)(a), *F.S.*

Goals, Best Practices, Indicators
b. **The district has implemented a comprehensive school safety plan that establishes emergency and safety procedures for school and district employees and students to follow. At a minimum, the plan addresses** • the evaluation of the principal's performance regarding school safety, monitoring and evaluating the implementation of the plan at the school level, and coordinating with local law enforcement and the Department of Juvenile Justice; [7] • the roles and responsibilities of the school principal and other administrators, teachers, and other school personnel for restoring, if necessary, and maintaining a safe, secure, and orderly school environment; [8] • the roles and responsibilities of the transportation staff for restoring, if necessary, and maintaining a safe, secure, and orderly bus environment;. • the goals and objectives of the school resource officers, if any; • the mechanisms for identifying and serving the needs of students most at risk for engaging in disruptive and disorderly behavior; • the arrangements to work with local emergency officials; [9] • the safety issues and policies at school sponsored events; and • the process by which the district will instruct parents and the local community as to how to respond to an emergency situation. [10]
2. The district has developed a checklist for each educational facility that provides step-by-step emergency procedures.
a. A checklist that explains step-by-step emergency procedures is readily available in every classroom. The emergency situations include, at a minimum, [11, 12] *(Basic Indicator)* • weapons-use and hostage situations; • hazardous materials or toxic chemical spills; • weather emergencies including hurricanes, tornadoes, and severe storms; and • exposure as a result of a manmade emergency.
b. The district has developed a district-wide plan for potential attacks against school sites or students and incorporates the appropriate school responses in the emergency procedures checklist.
c. The district has procedures for contacting all schools simultaneously in the event of a district-wide emergency.
d. The district has developed a media response plan and distributed it to each educational facility and each support service administrator. At a minimum, the plan addresses • communicating necessary information to the media and parents; [13] • identifying established separate staging areas (e.g., specified locations) for media and parents; and • providing guidelines on how to respond to media questions and interviews.
e. The emergency checklist includes emergency contact numbers and provisions for backup communication with faculty, support service administrators, and emergency agencies.

[7] Principals may be evaluated on criteria such as the school climate report and school incident reports.

[8] Refer to s. 232.27, *F.S.*

[9] Including, but not limited to, law enforcement, fire department, emergency management, hospital, mental health, health and social agency, court officials and the media.

[10] Parents and the community should be provided this information prior to an emergency though such mechanisms as newsletters, the district's website, and the student code of conduct.

[11] Refer to s. 230.23(6)(f)2., *F.S.*

[12] Schools cannot have lists for every possible emergency. However, to be comprehensive, the plan should address other issues such as suicide threats/acts; bomb threats; out-of-control person/student; fighting; sexual assault; health emergency, serious injury, homicide of student; child abuse; trespassing; exposure to blood-borne pathogens; armed robbery; removal/attempted removal of a student; and utility emergency.

[13] Necessary information should include where parents should go or whom they should contact to find out about their children and where to get further information.

Goals, Best Practices, Indicators
f. The emergency checklist includes evacuation procedures developed with school transportation personnel, the fire marshal, and law enforcement agencies. [14]
g. The district has an emergency crisis team available to each school that provides counseling and other support to aid in dealing with people's reactions, making the adjustment after the emergency, and re-entering the school environment.
3. The district develops and maintains its school safety plan and emergency response procedures with stakeholder input.
a. A broad cross-section of stakeholders including parents, community representatives, local emergency agencies, teachers, staff and students were involved in developing the comprehensive school safety plan and emergency procedures. [15]
b. The comprehensive school safety plan and emergency procedures have been provided to each school advisory council, school principal, teacher, and each support service administrator, are available electronically, and are available upon request to the public. [16]
c. The comprehensive school safety plan and emergency procedures are reviewed and revised as needed.
4. The district provides emergency response agencies with floor plans and blueprints as appropriate.
a. The district provides floor plans of each educational facility to local law enforcement agencies and fire departments. [17] *(Basic Indicator)*
b. The district has blueprints of each educational facility readily available for review during an emergency.
5. The district and each school regularly practice emergency responses based on potential hazards at each site.
a. The district school board has developed and implemented procedures for emergency drills in accordance with state law. [18] *(Basic Indicator)*
b. The district uses its annual self-assessment to identify the potential hazards for each educational facility and has developed and implemented procedures for practicing responses to identified hazards. [19]
c. The district has implemented procedures for verifying the required and planned emergency drills have been conducted.
6. The district's Master Plan for In-Service Training identifies district and school personnel who need safety training and provides an appropriate level of safety training for all personnel.
a. The district has a process in place and has identified the minimum training required for all school staff as well as the staff that require specialized safety training and incorporates those needs in its Master Plan for In-Service Training. [20, 21]
b. School principals can demonstrate that staff have received training based on the needs identified in the Master Plan for In-Service Training, the school's hazards analysis, and the staff member's roles and responsibilities. [22]
c. The district supplies trained personnel with the appropriate safety equipment. [23]
d. The district reviews and uses the relevant training opportunities provided by the Department of Education, the Partnership for School Safety and Security, and other appropriate organizations. [24]

[14] In the event of an evacuation, schools should have separate areas for student assembly, parent request/release, and media operations.
[15] Staff should include both instructional and non-instructional personnel and emergency agencies may include the fire department, police department, hospitals, social service and health agencies.
[16] Teachers, advisory councils, and the public should be provided with descriptive information regarding the safety and security plans. However, the district must still protect sensitive security information so as not to compromise the district's safety efforts.
[17] Refer to s. 235.192, *F.S.*
[18] Refer to s. 230.23(6)(f), *F.S.*
[19] This will include fire drills, but should also include responses to any other hazards identified in Goal D.3.
[20] Including both instructional and non-instructional staff as well as substitute teachers.
[21] Specialized training may include suicide prevention and responses for specific emergency situations as outlined in the emergency checklist in indicator 2.
[22] Depending on their duties, staff training can include emergency planning and intervention, class management, conflict resolution, CPR and first aid, the use of life-saving equipment, and the early warning signs of violence to the personnel identified in indicator "a."
[23] This includes equipment such as first aid kits, fire extinguishers, or portable defibrillators.
[24] Refer to s. 229.8347, *F.S.*

Goals, Best Practices, Indicators
e. The district's required safety training components are included in the district's Master Plan for In-service Training. [25]
***Goal C:* The school district has developed a clearly written code of student conduct and communicated with students and parents.**
1. The district and each school have established disciplinary policies and a code of student conduct that are well-defined.
a. The school district is in compliance with relevant laws and regulations regarding discipline policies including the code of student conduct. [26, 27] *(Basic Indicator)*
b. The district requires each student to disclose at registration legally required information regarding the student's prior disciplinary history of expulsions, arrest resulting in a charge, and juvenile justice actions.
c. The district, in cooperation with local law enforcement agencies, promotes and enforces a zero tolerance policy for crime, substance abuse, and victimization that requires the district to report all violations subject to Florida law to a local law enforcement agency. [28]
d. The district school board outlines the standards for use of reasonable force by school personnel that complies with relevant state laws in order to maintain an orderly environment. [29]
e. The district has in a process in place to relocate students who are regularly dismissed from their classroom.
f. Disciplinary policies include statements regarding anti-harassment and anti-violence policies and due process rights in accordance with state and federal laws.
g. Disciplinary policies include procedures regarding interviewing students by law enforcement agencies and the Department of Children and Family Services.
h. Disciplinary policies include procedures governing locker searches. [30]
i. The district's policies are consistent with the state and federal requirements for students with disabilities.
2. The district revises its code of student conduct and informs all stakeholders as to the final product.
a. The district school board and school administrators annually review discipline policies and revise those policies with input from teachers, staff, parents, and students.
b. The student code of conduct is clearly written and avoids the use of technical terminology.
c. Each year the discipline policies are clearly and thoroughly communicated to students, parents, and other stakeholders. [31]
***Goal D:* The school district identifies, minimizes, and protects others from disruptive and/or violent student behavior.**
1. Each school has a system in place to identify the early warning signs of student violence.
a. The district teaches instructional and non-instructional staff, and students the primary early warning signs of violence, how to recognize them, and what to do once they are suspected. [32, 33]

[25] Refer to s. 231.600(4)(b)3., *F.S.*

[26] Refer to s. 230.23(6)(d), *F.S.*

[27] Laws and regulations such as respect for authority, respect for school property, respect for others, daily attendance, use of obscenities, harming or demeaning others. Refer to s. 230.23, *F.S.*

[28] Refer to s. 230.235, *F.S.*

[29] Refer to s. 232.273, *F.S.*

[30] Refer to s. 232.256, *F.S.*

[31] This is accomplished by sending student handbooks to parents and posting to the school and district websites.

[32] Part of this training should explain that the warning signs are indicators that a student may need help and that it is imperative that they avoid jumping to conclusions.

[33] Schools may not be able to explain ALL of the early warning signs. But they should design a program to help parents, students, and staff understand some of the major signs.

Goals, Best Practices, Indicators
b. The district facilitates and encourages requests for assistance with students who exhibit early warning signs of violence. [34, 35]
c. The district provides timely access to a team of specialists trained in evaluating behavioral and academic concerns and provides school staff training regarding such support.
d. The district makes available appropriate psychological counseling for students exhibiting early warning signs of violence.
e. The district has procedures in place to maintain legal confidentiality of information regarding students exhibiting early warning signs of violence. [36, 37]
2. The district identifies and implements parent and community outreach strategies to promote safety in the home and community.
a. The district has developed, in accordance with state law, a cooperative agreement with the Department of Juvenile Justice. [38] *(Basic Indicator)*
b. The district works proactively with students, parents, law enforcement, the community and the media to address safety and security issues.
c. The district works with local community agencies and businesses to identify ways to increase support in keeping schools safe. [39]
d. The district provides information to parents regarding the necessary school-entry health examinations and immunizations for all students [40, 41]
3. The district conducts a hazards analysis to determine the potential safety and security issues facing each school.
a. The district ensures that each educational facility conducts an assessment of the safety hazards faced at that facility. [42]
b. In accordance with Florida law, the school board has identified schools that will not be considered "small schools" and has developed plans to subdivide those schools into "schools-within-a-school" in order to comply with Florida law. [43]
c. The district reviews the potential applicability of successful school safety programs and/or services identified by the Partnership for School Safety and Security and the Department of Education.
d. Each school has appropriate programs in place to respond to early warning signs and reduce the number of violence risk factors. [44]
4. Based on the needs identified in the school hazards analysis, the district implements appropriate violence and drug prevention programs for each school.
a. The district has developed an approved Safe and Drug-Free School plan and regularly reviews and updates the plan.

[34] This could range from guidance on what to do to help with actual intervention.

[35] The district ensures that it is in compliance with s. 230.23(21) *F.S.*, which requires that school boards address the availability of qualified and experienced support personnel who are trained in substance abuse or mental health to support teachers who identify student with potential problems.

[36] Refer to s. 228.093, *F.S.*

[37] This may not be something the district can prove directly, but could be measured by the absence of confidentiality breaches.

[38] Refer to s. 230.235, *F.S.*

[39] This is accomplished through activities such as through public-private partnerships.

[40] Except as exempted by law.

[41] Refer to ss. 232.0315 and 232.032, *F.S.*

[42] In reviewing potential hazards, the district should consider those listed in Goal B.2.a. and B.2.b.

[43] Refer to ss. 235.192 and 230.23, *F.S.*

[44] These include programs such as closed-campus lunches in high schools, structured playground activities, behavioral monitoring, behavioral counseling, student empowerment programs, extended day programs and school reorganizations, tutoring, mentors, and Saturday classes.

Goals, Best Practices, Indicators
b. The district works in conjunction with and uses available information to track charges and convictions of students and employees from within the district as well as other school districts. [45] [46]
c. In developing, implementing, and maintaining its safety programs, the district collaborates with other governmental and private agencies as needed. [47]
d. The district regularly • reviews the performance of its intervention programs and revises, eliminates, or adds programs accordingly and • publishes a performance review of the programs supported by safe and drug free schools funds. [48]
5. The district has crime watch and school safety hotlines available in all schools.
a. The district has crime watch programs and school safety hotline(s) in place and available in all schools. [49]
b. The district has procedures in place to inform students, parents, and other community partners its crime watch programs and school safety hotline(s).
6. The school board adopts curricula and programs aimed at protecting students, teachers, bus operators, administrators, and school personnel. [50, 51]
a. The district reviews and makes available to its schools sources of violence prevention and safety-related programs and curricula. [52]
b. The school board and each school adopt safety and health curricula and programs designed to reduce violence and increase safety. [53]
c. The district and schools involve students in the planning and implementation of violence prevention programs and other student efforts that contribute to school safety.
d. The district has considered a dress code or school uniform policy. [54, 55]

Goal E: **Educational facilities and equipment are safe and in good working condition.**

1. The district conducts an annual review of all relevant health and safety issues for each educational facility. [56]
a. In accordance with applicable Florida law and regulations, school principals have procedures in place to ensure the accuracy of safety and discipline data and report that data using DOE-approved standardized forms. [57] *(Basic Indicator)*
b. A certified fire safety inspector conducts an annual fire safety review of all education and ancillary plants to ensure compliance with Florida law. [58]

[45] Charges and convictions tracked should be limited to felonies, abuse of a minor, and sale or possession of a controlled substance. Refer to ss. 39.037, 39.045, 232.26, and 230.335, *F.S.*

[46] Agencies that should be consulted include the Department of Juvenile Justice, the Florida Department of Law Enforcement, other appropriate law enforcement agencies, state attorneys, the courts, and the Department of Education.

[47] The Partnership for School Safety and Security, the Department of Juvenile Justice, and the Department of Education are examples of such agencies.

[48] As part of this review, the district should have performance related data for each of these programs.

[49] Refer to s. 230.23(6)(e), *F.S.*

[50] These programs should be designed to improve overall student performance, reduce risk factors and warning signs, prevent bullying or harassment, and improve student behavior.

[51] This includes programs such as "Blueprints" from the Center for the Study and Prevention of Violence, the Safe and Drug Free Schools Resource Center. NOTE: There are many sites for these kinds of programs, so the district may use something else.

[52] Such sources would include the Partnership for School Safety and Security's electronic clearinghouse and the Department of Education's Program Inventory.

[53] These programs should be designed to ensure the safety of students, teachers, and administrators.

[54] Schools do not have to have a dress code, but they should be able to describe their reasoning if they have not adopted one.

[55] Dress code examples include prohibiting baggy pants, untucked shirts, overcoats and long jackets, and gang colors or symbols.

[56] Conducting this self-assessment as required in s. 985.401, *F.S.*, does not meet the requirements of this practice.

[57] Refer to s. 231.0851, *F.S.*

[58] Refer to s. 235.06, *F.S.*

Goals, Best Practices, Indicators
c. An annual casualty safety review of all education and ancillary plants is conducted to ensure compliance with Florida law. [59]
d. An annual review is conducted to determine whether educational facilities comply with State Requirements for Educational Facilities (SREF), Chapter 5, Existing Facilities Requirements. [60]
e. The district utilizes the results of the safety self-assessment to develop specific goals and objectives for improving deficiencies noted in the annual reviews.
f. The district corrects all deficiencies noted in the annual reviews within a reasonable time period. [61]
g. The district provides safety-related information, such as the safety and security self-assessment results, in an annual report to the public and other stakeholders. [62, 63]
2. The district designs educational facilities and sites to enhance security and reduce vandalism through the use of "safe school design" principles.
a. The district incorporates Crime Prevention Through Environmental Design (CPTED) principles in the maintenance, renovation, and construction of district educational facilities. CPTED principles include • natural access and control of schools and campuses; • natural surveillance of schools and campuses both from within the facility and from adjacent streets by removing obstructions or trimming shrubbery; • school and campus territorial integrity; securing courtyards, site lighting, building lighting; • audio and motion detection systems covering ground floor doors, stairwells, offices and areas where expensive equipment is stored; • exterior stairs, balconies, ramps, and upper level corridors around the perimeter of buildings should have open-type handrails or other architectural features to allow surveillance; • open areas, such as plazas, the building's main entrance, parking lots, and bicycle compounds should be designed so they are visible by workers at work stations inside the buildings; and • designs which will promote the prevention of school crime and violence. Exterior architectural features without footholds or handholds on exterior walls, tamper-proof doors and locks, non-breakable glass or shelter window protection system; also landscaping and tree placement should be designed so they do not provide access to roofs by unauthorized persons. Sections of schools commonly used after hours should be separated by doors or other devices from adjacent areas to prevent unauthorized access. Install locks on roof hatches and apply slippery finishes to exterior pipes.
b. The district can demonstrate that Crime Prevention Through Environmental Design and other appropriate safety features are incorporated into the design of all new construction. [64, 65]
c. The district can demonstrate that whenever facilities are renovated, safety needs are assessed and safety designs are revised or added to the facility. [66]
d. The district can demonstrate that facility maintenance incorporates principles of Crime Prevention Through Environmental Design. [67]

[59] Refer to s. 235.06, *F.S.*

[60] Effective January 1, 2002, this will be the Florida Building Code.

[61] Note that s. 235.06, *F.S.*, requires life-threatening deficiencies be correctly immediately.

[62] Information must not be sanitized. It should include such information as incidents on crime and misbehavior, trends over time, comparisons to the community, and steps taken to improve safety.

[63] Depending on how it is done, this practice could be met through the superintendent's report to the school board pursuant to s. 985.401, *F.S.*

[64] CPTED design principles include natural surveillance of school grounds, access control, and territoriality. CPTED design features include, but are not limited to, controlled access entrances, fencing, sufficient entrances and exits, signage, and front desks having views of the entrance.

[65] Training in Crime Prevention Through Environmental Design is available from the state's Department of Education.

[66] These needs and designs include lighting, break proof doors, security systems, fencing, and window or door bars. Essentially, is safety reviewed and addressed as part of the renovation process?

[67] Such as territoriality and ownership.

Goals, Best Practices, Indicators
3. The district has procedures that govern access to each educational facility and its students and access is limited to authorized students and visitors.
a. Entrance to the educational facility is as limited as the physical setting will allow.
b. Each educational facility has a clearly marked central point for receiving all visitors. [68]
c. Each educational facility has a procedure regarding the release of students to parents, guardians, or other persons. [69]
d. Buildings are secured when unoccupied, but security devices shall not prevent egress from the building at any time. [70]
e. There is a key control program to account for all keys to all buildings, rooms, and gates.
4. The district ensures that playgrounds are properly constructed, maintained, and supervised so as to reduce the risk of injury.
a. The district follows US Consumer Product Safety Commission guidelines and consults with other authorities, regarding playground construction materials and regulations.
b. District personnel conduct regular maintenance checks of playground equipment and documents conditions in need of repair.
c. The district identifies and corrects playground deficiencies in a timely manner.
d. Playground areas are supervised when children are present and using the areas during school hours.
5. Each educational facility has appropriate equipment to protect the safety and security of property and records.
a. Each educational facility has a security system that was selected or designed with input from security professionals. [71, 72]
b. The district can demonstrate that current security equipment is inspected and reviewed annually by safety and security professionals. [73]
c. Each educational facility maintains evacuation and disaster recovery kits that include copies of all necessary records and as well as basic equipment, as required by district emergency response procedures. [74, 75]
6. The district provides appropriate safety equipment and information to prevent injuries to students and others.
a. Each educational facility is equipped with first aid kits and fire extinguishers.
b. The district has provided appropriate safety equipment in instructional areas with dangerous equipment or chemicals. [76, 77]
c. The district can demonstrate that students and school personnel are trained in the appropriate safety procedures for dealing with dangerous tools, equipment, or chemicals.
d. The district supplies all necessary protective equipment to minimize the number of injuries related to athletic activities. [78]
7. The district follows environmental and food safety health practices and regulations.
a. The district follows all appropriate food safety health practices and regulations.

[68] This will require signs throughout the school telling visitors where to check in and training staff to ensure that visitors check in at the appropriate location.
[69] This would include procedures such as identification checks.
[70] This would include times the building is or should be unoccupied such after being closed for this night.
[71] May include alarm systems as well as equipment such as fencing. Not all schools will require electronic security so the selection of security systems should be based on hazard analyses with input from security professionals.
[72] This would include professionals such as fire marshal, police, and security experts.
[73] This would include professionals such as fire marshal, police, and security experts.
[74] One kit should be in the main office but another should be kept at the opposite side of the site in case the office is inaccessible or damaged..
[75] This includes records such as of staff and student medical records, student and staff rosters, school floor plan, school safety plan, personnel trained in CPR, cell phone, first aid kit, emergency medicine, weather gear, and bullhorn.
[76] See s. 232.45, *F.S.*
[77] This means machinery such as saws or drills for shop class; chemicals for chemistry classes, scalpels for biology, and so forth.
[78] For example, the district ensures that athletes wear the proper protective equipment and are properly supervised during practices.

Goals, Best Practices, Indicators
b. The district documents that appropriate personnel have received information and materials pertaining to their safety-related duties, rights, and responsibilities under Florida law, federal law, and OSHA. [79]
c. The district complies with all appropriate federal and state requirements for facility safety. [80]
d. The district maintains a copy of the state and local health regulations. All school sites have a copy of the local health regulations
e. The district distributes written emergency procedures and plans to each cafeteria site for reporting, investigating, and correcting the cause of incidents and these documents are available to all employees.
Goal F: **The district takes steps to ensure the safety and security of students and staff during transportation.**
1. The district has procedures to create safe and orderly process for students arriving at or leaving each school campus. [81]
a. The district has developed a school safety transportation plan. [82] *(Basic Indicator)*
b. School bus service driveways at each school meet the requirements of the State Requirements for Educational Facilities (SREF). [83] *(Basic Indicator)*
c. The district has procedures to ensure the safety of children arriving at each school or leaving each school campus, including those who walk, ride bicycles, ride in buses, or are passengers or drivers in private vehicles. [84]
d. Whenever feasible existing schools are renovated to provide for separate drop-off and pick-up areas for school buses and parents' and other private passenger vehicles. [85]
e. Whenever feasible existing schools are renovated to provide for separation of vehicular and pedestrian traffic. [86]
2. The district has implemented policies, procedures, and practices that ensure the safety of transported students.
a. The district ensures that all new school buses purchased have an appropriate safety restraint system. [87] *(Basic Indicator)*
b. The district has procedures to ensure the safety of designated school bus routes and to ensure that bus stops are designated in the most reasonably safe locations. [88, 89]
c. All persons transporting students, including school personnel, charter school personnel, and contractors, are properly licensed, trained, and qualified. [90]
d. The district has adopted a safe driver plan that defines the threshold for unacceptable levels and types of violations by all persons transporting students and specifies consequences for those who exceed the threshold. [91]

[79] Refer to s. 232.27, *F.S.*

[80] Examples include EPA guidelines, Occupational Safety and Health Administration's Hazardous Communication Standards, federal and state regulations hazardous materials plans, Asbestos Hazardous Emergency Response Act rules, and other mandated environmental and safety issues, (i.e., Refrigerant Use and Disposal, Florida Department of Labor and Employment Security regulations).

[81] Refer to s. 234.0215, *F.S.*, and Rules 6-2.001 and 6-3.017(2)(e)2.b., *F.A.C.*

[82] Refer to s. 234.0215, *F.S.*

[83] Effective January 1, 2002, this will be the Florida Building Code.

[84] Refer to s. 234.0215, *F.S.*, and Rule 6-3.017(2)(e)2.b., *F.A.C.*

[85] In general, this should be feasible except where prohibited by the physical structure of the school or county regulations.

[86] In general, this should be feasible except where prohibited by the physical structure of the school or county regulations.

[87] Refer to s. 316.6145, *F.S.*

[88] Procedures should include such requirements as timely reporting and identification of potential hazards by bus operators, reliable intake of reports of potential hazards by parents and other community members, physical reviews of each route and stop location by transportation personnel at least annually, and correction of agreed hazards.

[89] Refer to s. 234.02, *F.S.*

[90] Refer to s. 234.101, *F.S.*, and Rules 6A-3.0141, 6A-3.0151, and 6-3.017, *F.A.C.*

[91] Refer to Rule 6A-3.0141(8), *F.A.C.*

Goals, Best Practices, Indicators	
e.	Each school principal ensures that all transported students receive instruction in safe riding practices and rules of conduct. [92, 93]
f.	The district clearly communicates, such as through a checklist, what steps district staff will take in response to transportation accidents or other transportation emergencies. [94]
3.	***School buses, including buses operated by schools, charter schools, and contractors, are inspected and maintained in accordance with states laws and state Department of Education rules.***
a.	School bus operators perform pre-trip inspection of school bus safety items and correct deficiencies before buses are used to transport students. [95]
b.	School bus inspections are performed every 20 days, and inspectors are trained and certified, consistent with the required procedures and criteria in the *Florida School Bus Safety Inspection Manual*. [96, 97]
c.	District procedures for school bus repair, maintenance, and quality control ensure that buses are only returned to service to transport students when all safety and mechanical systems meet the requirements of the *Florida School Bus Safety Inspection Manual*. [98]
d.	The district uses a quality control process to review, on a selective basis, the routine servicing and repair work done on vehicles in connection with the 20-day inspections and confirm the completeness of the service record.

[92] Student training should include at least the following: safe practices while waiting for, boarding, and disembarking from the bus; safe behavior while riding in the bus; school bus evacuation procedures; safe behavior at railroad crossings; and, use of safety restraints (if applicable)

[93] Refer to Rule 6-3.017(2)(e)2.e., *F.A.C.*

[94] District staff should include both bus drivers as well as other affected staff.

[95] Refer to Rule 6-3.017(2)(e)3.t., *F.A.C.*

[96] Staff should maintain a secure file, include complete records of these inspections and all work done in connection with the inspections, confirming that all buses are inspected according to the established 20-day inspection schedule

[97] Refer to s. 234.02, *F.S.*, and Rule 6-3.017(8), *F.A.C.*

[98] Refer to s. 234.02, *F.S.*, and Rule 6-3.017(8), *F.A.C.*

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